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4/1/12

Mini Unit Plan

I targeted the second grade. At this age it is difficult to differentiate between literary genres, and it could be even more difficult for an ESL student. I chose to keep the texts short and use lots of graphics with descriptions. I addressed language arts standard 0201.8.1 Explore and experience various literary genres, by covering the fiction genre. I also touched on standard 0201.8.4 Identify basic literary elements, by including the vocabulary word “conflict” in our fable lesson. I covered the TESOL core standard of language arts by helping students Communicate info, ideas, and concepts. I covered a small portion of the technology standard, 1.2. Students will exhibit a proficiency in the use of technology, by having students create and publish their own fable with the web 2.0 tool, Youblisher.

Strategies Used:

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| **Graphic Representation** | **Lots of graphics on presentations and handout to help students understand the meanings.** |
| **TPR** | **TPR was used for review of vocabulary and in the telling of the Cinderella story. This helps students understand and remember the vocabulary words. It may also help them retell the story.** |
| **WEB 2.0** | **Students use a web 2.0 tool to create their own piece of work.** |

**Two assessments are used for this unit. The formative assessment is used for the fairy tale lesson. Students are given 3 cups each. The cups are red, yellow, and green. Students will stack their cups up, upside down on their desk. If the red cup is on top the student needs immediate help. The yellow cup means they need to ask a question. The green cup says they understand. A summative assessment is used when the students create and publish their fable. The teacher is checking for understanding of what a fable is.**

**I think these lessons would be great for students that speak English as a first language, as well as a second language. The lessons incorporate BICS and CALP activities to increase understanding. After the fable lesson, students are asked to share their fables with at least one other person on the playground at recess. This will help the students communicate their ideas with each other. After the fairy tale lesson, students are asked to look for a fairy tale book at home and bring it in for reading time the following day. Students will team up to read, and swap out books to read at this time. This will provide a wider scope of knowledge concerning the fairy tale genre. Students would also be engaged in lessons on tall tales, realistic fiction, and science fiction during this unit. This unit will provide a powerful foundation as students learn to enjoy reading.**